DOCUMENT RESUME

JC 680 346

ED 022 470

COSMETOLOGY CURRICULUM AND TRAINING AS SEEN BY BEAUTY SALONS.

San Mateo Coll., Calif.
Report No-CSM-RR-1968-4
Pub Date 68
Note-19p.
EDRS Price MF-$0.25 HC-$0.84
Descriptors-COSMETOLOGISTS, *COSMETOLOGY, *JUNIOR COLLEGES, *OCCUPATIONS, QUESTIONNAIRES, *SERVICE OCCUPATIONS, STUDENT CHARACTERISTICS, *VOCATIONAL EDUCATION

To evaluate the effectiveness of its cosmetology program, the College of San Mateo sent a questionnaire to beauty salons in the college's service area. Of the 70 questionnaires sent, over half were returned. Eleven courses in the curriculum were ranked by the employer in order of importance to him, the first four being the 1,600 hours of cosmetology, elements of color and design, psychology and human behavior, and common health problems. Most shop managers felt that the training program was well rounded and that hair styling, cutting, and shaping were well taught. Ratings of the students' personal attributes were highest for appearance, attendance, and cooperation, followed by proficiency and production. The conclusions of the study were that (1) salon operators consider most important the block of 1,600 hours in cosmetology and the elements of color and design, (2) salon operators hold the training provided by the college in generally high regard, (3) the program should emphasize interpersonal relationships, (4) the students' work habits are above average, and (5) a continuing education program should be considered to augment the skills of the practicing cosmetologist. (HH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

COLLEGE OF SAN MATEO

RESEARCH REPORT

1968-4

COSMETOLOGY CURRICULUM AND TRAINING AS SEEN BY BEAUTY SALONS

ED022470

TE 680 346

SAN MATEO JUNIOR COLLEGE DISTRICT
OFFICE OF RESEARCH
FRANK C. PEARCE, HEAD

Lachlan Threlkeld

CONTENTS

INTRODUCTION 1

PURPOSE 2

OBJECTIVES 2

PROCEDURE 2

FINDINGS 3

Importance of Selected Curricula in Training Cosmetologists . 4

Areas of Greatest Strengths in the Cosmetology Program . . . 7

Areas in Which Improvements are Needed 8

General Comments Regarding Program by Salon Management . . . 9

Rating of Student Attributes by Salon Management 11

CONCLUSIONS AND RECOMMENDATIONS 12

Appendixes (3)

UNIVERSITY OF CALIF.
LOS ANGELES

JUL 10 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

COSMETOLOGY CURRICULUM AND TRAINING AS SEEN BY BEAUTY SALONS

INTRODUCTION

The establishment of any occupational program is based upon at least three criteria: the demand for persons trained in the profession, the number of persons who desire such training, and the ability of an institution to provide the training needed. The Cosmetology Program at the College of San Mateo has traditionally had more applicants than it could train; while those who graduate, and even some who do not complete the course, seem to have no difficulty in finding employment. Thus, the only remaining question is: "How well are students trained?"

The fact that nearly 100 percent of all graduates from the program have passed the California Hairdresser and Cosmetologist licensing examination would be one indicator of the program's ability to train students adequately. In addition, the program staff work closely with members of the Peninsula Cosmetology Association in a continuing review of the curriculum. This leaves only two logical avenues to explore for additional ways to improve the program: (1) contact former students and ask them to evaluate the program, and (2) ask employers of former students to evaluate the program. It was through the latter group that the study sought additional information on how the program might be improved.

PURPOSE

To identify those portions of the general Cosmetology curriculum which salons consider the most important as well as the Cosmetology Department's ability to train students in areas requiring specified skills.

OBJECTIVES

1. To determine the relative importance of the major components of the curriculum leading to an Associate in Arts Degree with a major in Cosmetology.

2. To identify the greatest strengths of Cosmetology training as well as the areas within the program that need to be improved.

3. To describe the degree to which former students possess selected character attributes needed by an effective employee.

PROCEDURE

Salons in the College service area were identified that had previously or currently employed students from College of San Mateo. Each salon received a questionnaire developed by the Cosmetology staff, with a cover letter urging their cooperation in participating in the study. [1] A total of seventy schedules were mailed, while forty-five (57 percent) were returned. Firms that failed to respond to the initial mailing were contacted a second time by telephone. Among the twenty-nine firms that failed to respond to either approach, ten indicated a lack of interest, four had no graduates of College of San Mateo in their employ, eight asked for another questionnaire, and seven managers could not be reached directly. Although the percent returned could not be termed overwhelming, it was deemed adequate for a mailed questionnaire. In effect, the findings could be generalized with the understanding that salons which failed to respond could have modified the findings to some extent.

---

1 A copy of the questionnaire and the cover letter are included as Exhibit 1 and 2 at the end of the report.

FINDINGS

It was felt that the validity of the questionnaire would be partially insured if owners-managers provided the ratings. It was found that 87 per cent of the respondents were in this category, while 13 percent were bookkeepers, cosmetologists, or receptionists. Thus, the responses were considered representative of those who held the responsibility for hiring.

The size of the firms surveyed was established through the number of full-time and part-time employees in the salon. Four firms failed to indicate the number of persons employed, while ten had between one and three operators, seven salons had four operators, eleven had between five and seven operators, five hired between eight and ten operators, and eight salons employed between eleven and fifteen operators. Also represented in the survey were nine shops that hired no part-time operators, 20 shops had between one and two part-time operators, eleven had between three and five, while one salon indicated that seven part-time operators were employed. Essentially, the salons surveyed were representative of the Bay Area.salons in general.

The final descriptive consideration was the number of College of San Mateo graduates employed by the salons surveyed. There were nineteen firms that failed to respond to this question or currently employed no graduates from College of San Mateo. Twelve salons employed one graduate, seven employed two, five employed three, one shop employed four graduates, and one shop employed seven graduates. In effect, three out of four salons surveyed presently employed or had employed College of San Mateo graduates; therefore, the remarks that follow are based on experience and first-hand knowledge.

After establishing that the salons in the survey were qualified to answer the questions and that they were representative of all Bay Area salons, the first major question posed in the survey was: "How important are selected portions of the curriculum in training cosmetologists who would be hired in your salon?" As could be expected, salons consider the

most important part of the curriculum to be the minimum amount of 1600 hours of cosmetology training offered, which is required by the State Cosmetology Board. This was followed closely by the requirement for "an understanding of the elements of color and design." Table I shows that "an understanding of psychology and human behavior" ranks very high as does "an understanding of common human health problems." The importance of: "how to solve basic arithmetic problems," "speech training in diction, pronunciation, and language usage," plus "an understanding of English grammar, spelling, and composition" was evident since these curricula ranked fifth, sixth, and seventh according to the salons. In fact, the degree of importance attached to each was nearly identical.

TABLE I - THE IMPORTANCE OF SELECTED CURRICULA IN TRAINING COSMETOLOGISTS

CURRICULA	VERY IMPORTANT #	VERY IMPORTANT %	IMPORTANT #	IMPORTANT %	LESS IMPORTANT #	LESS IMPORTANT %	NOT IMPORTANT #	NOT IMPORTANT %
Basic Arithmetic Business Problems	9	20.0%	22	49.0%	11	24.4%	3	6.6%
Elements of Color & Design	25	55.6	19	42.2	1	2.2	-	-
Speech Training	9	20.0	19	42.2	15	33.3	2	4.5
American History	1	2.2	5	11.1	20	44.4	19	42.2
Common Human Health Problems	11	24.4	22	48.9	10	22.2	2	4.4
Basic Biology	2	4.4	18	40.0	17	37.8	8	17.8
English	5	11.1	25	55.6	10	22.2	5	11.1
National and State Government	1	2.2	13	28.9	22	48.9	9	20.0
Psychology and Human Behavior	17	37.8	18	40.0	9	20.0	1	2.2
1600 Hours of Cosmetology	39	86.7	3	6.7	2	4.4	1	2.2
A.A. Degree with Major in Cosmetology	4	8.9	16	35.6	20	44.4	5	11.1

The possession of an Associate in Arts Degree with a major in Cosmetology received a relatively low rank of eighth place, while "an understanding of the life sciences through basic biology" was ranked ninth. The curricula considered least important were "an understanding of American History" and "an understanding of our National and State government." It would appear that these curricula were held in low regard because the connection with cosmetology training was not immediately apparent in salons that were very practically oriented. Thus, the need for breadth requirements was not obvious to salons in the College service area.

These findings immediately raise the question of whether the importance of the several curricula was viewed any differently by persons who were the owners versus those who were the managers. The same question of differences was studied in terms of the size of the salons and those which did currently employ graduates of College of San Mateo versus those that did not.

It was found that managers felt "color and design" was more important than did the owners; that is, 67 percent of the managers felt this was very important as opposed to 50 percent of the owners. Conversely, Speech and English curricula were considered more important by owners than by managers. It was also found that managers rated American History and basic Biology less important in training cosmetologists than did owners. However, owners considered National and State government of even less importance than did the managers. With the exception of these curricula, however, both owners and managers were in basic agreement about the importance of the various curricula.

Generally, the size of the firm did not make any difference in assessing the importance of these curricula. The small salons were in general agreement with the larger salons. The only differences noted were that large salons tended to indicate training in arithmetic problems in business was less important than the small salons. In effect, they probably employed some with this specific ability and did not generally use cosmetologists in this capacity. The other difference was that large salons tended to see English training as being more important than did the small salons.

It was found that those salons which did employ graduates from the College indicated the Associate in Arts Degree with a major in Cosmetology was more important than did firms which did not hire college trained cosmetologists. Other than this, however, there were no differences between the two groups in rating the importance they attached to various parts of the curricula.

The second major question in this report was: "What did the salons consider the greatest strengths of the training program, and what areas needed the most improvement?" Approximately 80 percent of the salons made one or more comments regarding program strengths. Table II shows that approximately one third of the comments noted specific skill strengths. Work habits were commented upon by seven salons. It would appear that hair styling, cutting, and shaping are the strongest skills acquired through the Cosmetology program. Perhaps the most supportive comment of all, however, was that three salons said they would prefer to hire a graduate of College of San Mateo when there was an opening.

TABLE II - THE AREAS OF GREATEST STRENGTH IN THE COSMETOLOGY PROGRAM

General Comments	#	%
Training program is well rounded	7	15.6%
Good salon practice training	3	6.7
Provides the basic training and techniques	2	4.4
Provides a good beginning	1	2.2
Fair in all fields	1	2.2
Stimulates interest in new fashion trends; Among the best trained in the State	1	2.2
Skill Strengths		
Hair styling	8	17.8%
Hair shaping and cutting	8	17.8
Basics of hairdressing	4	8.9
Hair coloring	3	6.7
Permanent waving	2	4.4
Basic Finger waving	1	2.2
Salon Styling	1	2.2
Finished work in hairstyling	1	2.2
Other Strengths		
Ability to adapt to new procedures	2	4.4%
Good appearance	1	2.2
Cleanliness practices	1	2.2
Making every minute count	1	2.2
Ability to prepare a student mentally for a job	1	2.2

Approximately 60 percent of the salons made one or more suggestions concerning the areas in which improvements were needed. The general comments and the number of salons making the comments (in parentheses) included:

Understanding of responsibility to the salon as an employee	(5)
Cleanup and neatness in work equipment	(5)
Cooperation, consideration, attitude toward patron, other operators, and the owner	(4)
Better understanding of what is required in a beauty salon	(1)
Delete emphasis on amount of money a graduate will receive	(1)
Deeper realization of the fact they are in a service business	(1)

Other comments on areas needing improvement were much more specific suggesting the program emphasize:

Sellability	(3)
Public Relations	(2)
Salon Economics	(2)
Intelligent conversationalist	(1)
English	(1)

At the same time, most of the comments related more directly to the Cosmetology skills where improvements were needed such as:

Hair coloring	(5)	Hair shaping	(2)
Hair cutting	(4)	Scalp Treatment	(2)
Permanent waving	(3)	Bleaching	(1)
Hairstyling, backcombing and finishing, and professional look	(3)	Facials and Make-up	(1)
		Shampoos	(1)
		Cosmetic chemistry	(1)

It may be seen that each suggestion for improvement was not mentioned by a large number of salons. Actually, had each been listed in the questionnaire, the number of responses could have been the same or higher. It should be noted that a number of comments suggesting improvements were the same as comments by salons which considered them strengths of the program.

The question of strong and weak points in the curriculum was also approached in a more general manner at the end of the questionnaire. In effect, salons were given an opportunity to consolidate their thoughts on the total program and the questions that they had answered previously. There were a number of positive general comments regarding the program such as:

Doing an excellent job	3
Pleased with people you turn out	2
Rated the best in competition work	1
Rated most highly	1
Satisfactory	1
Keep standards high	1
Styles are good	1
Imparts a sense of loyalty in students	1

Other comments, however, were much more specific and included:

Teach more salesmanship and salon management	3
Business sense with a realization of expenses	2
Selling ability	2
Less emphasis on "making a million"	1
Teach psychology	3
More emphasis on speed, neatness and loyalty	2
Teach ability to take orders and criticism	1
Leadership with a sense of loyalty	1
Harmonious teamwork	1

Understanding of customer approach and service	2
Stress improvement in attributes of character, personality, human relationship	1
Basic requirements: know hairdressing, willing to work, get along with people	1
Need training in dry haircutting with scissors	2
Motivate students to create styles	1
Need more back-combing training	1
Learn to comb out style	1
Need more hairstyling training	1
Need more color work	1
Need more general salon work, wigs, etc.	1
Teach course in color composition	1

In reviewing these conclusions by salon personnel, it was interesting to note that the majority were related to inter-personal relations such as, "how to work effectively with other people." It would appear that this aspect of the training process was quite important.

This finding also raises the final question assessed by the study, which was a rating of character, personality, or the human relationship attributes of former students. Each salon was asked to rate their students on seven traits on a graph in which the number 5 represented "good" and number 1 represented "bad;" that is, the best possible total rating on all seven traits was thirty-five.

There were seven salons that failed to provide a rating on one or more of the seven traits, or which had no students from College of San Mateo in their employ, leaving thirty-eight salons that actually completed this portion of the questionnaire. Based upon these salons, it was found that seven (18.4 percent) provided a perfect (excellent) rating of thirty-five points; thirteen salons (34.3 percent) rated the program (very good) between thirty and thirty-four points; thirteen salons (34.3 percent) rated the program (good) between twenty-five and twenty-nine points; four salons (10.5 percent) rated the program (average)

between twenty-one and twenty-four points, and one salon rated it at eleven points (very poor). At the same time, these overall ratings were no different when completed by managers or owners. However, middle sized and smaller firms tended to provide the highest ratings. It should be noted however, that the number of salons involved in the total rating was too small to allow one to draw general conclusions based on the size of the salon.

The specific ratings on each trait were shown in Table III. In terms of appearance, it would seem that salons considered the students "well groomed." On the other hand, production ratings were lower in the good to average category and varied specifically between "accomplishes maximum in minimum time" to "averages the same as others on the job."

TABLE III - RATING OF STUDENT TRAITS-ATTRIBUTES BY SALONS

	Salon Ratings by Percentage				
TRAITS	(5) Very Good	(4) Good	(3) Average	(2) Poor	(1) Very Poor
Appearance	71.0%	10.5%	15.8%	--	2.6%
Production	42.1	18.4	34.2	2.6	2.6
Accuracy	39.5	26.3	34.2	--	--
Job Proficiency	47.4	23.7	23.7	5.2	--
Judgment	31.6	31.6	31.6	2.6	2.6
Cooperation	57.9	21.1	18.4	--	2.6
Attendance	68.4	15.8	13.2	2.6	--

Ratings on accuracy were very good to good and varied from "makes practically no errors" to "satisfactory work with an average number of errors." Job proficiency was evenly divided between "understands all aspects of job" to "requires average supervision." Judgment ratings were also divided between "able to handle unusual situations" to "can handle everyday jobs." Cooperation or "works well with supervisors and others" was rated high as was attendance since salons considered

students "very reliable and prompt."

It would appear that former students received the highest ratings for appearance, attendance, and cooperation, followed by job proficiency and production. Accuracy and judgment received the lowest ratings by the salons.

In terms of the difference between how salon managers and owners rated students, it was noted that owners tended to rate higher traits such as appearance, job proficiency, judgment, and cooperation than did the managers. It may also be noted that small salons tended to rate appearance, job proficiency, cooperation, and attendance higher than firms which did not currently employ our graduates. Conversely, salons that did not currently employ our graduates provided a higher rating on accuracy. These were the only differences to be found between comments made by managers and owners, or based on the size of the firm, or based on whether or not they currently employed graduates of College of San Mateo. In summary, it would appear that the attributes of persons trained by the Cosmetology Department are quite adequate.

CONCLUSIONS and RECOMMENDATIONS

1. Salons consider the cosmetology training block of 1600 hours and taking course work in the elements of color and design as the most important parts of the total cosmetology curriculum. It may also be concluded that students should be encouraged to enroll in courses in psychology and common human health problems since salons consider them very important in the training of cosmetologists. Moreover, students should be encouraged to take courses in basic business arithmetic problems, speech and English as part of their general preparation as a cosmetologist. Conversely, it would appear that the A. A. Degree and the history courses required for the degree are not viewed as important considerations in hiring new salon operators.

In effect, the acquisition of skills obviously connected with a cosmetologist's duties are the most important to salons. At the same time, perhaps a question on "recommended training for advancement" would have produced a much different response regarding the importance of the A. A. Degree and breadth requirements. At the moment, however, it would seem that salons do not give general recognition to the A. A. Degree in hiring new employees. In view of this, the Cosmetology staff may wish to identify those portions of the general course work that are most critical to training cosmetologists and consider eliminating other portions. On the other hand, if all portions of the existing curriculum are equally important, this fact should be communicated to salons in the College service area.

2. Salons hold the training provided at College of San Mateo in very high regard. They are, on the whole, quite complimentary; and a composite statement such as, "It is a well-rounded program that does a good job of preparing persons for entry into the field" would reflect the attitude of most salons. In terms of specific cosmetology skills acquired through the training program, it would appear the ability of students to do hairstyling, shaping, and permanent waving are quite evident. However, skills in hair bleaching and coloring are not considered quite as strong, while the ability to give facials and scalp treatments are not seen as strengths. Generally, one would conclude that the Cosmetology training program emphasizes and provides the skills that are in demand among employers.

3. There are a number of areas the Cosmetology program might consider to further improve its training or curriculum as was pointed out in the findings. It is very apparent that "interpersonal relationships" is one area of the training program that should be improved through course work or perhaps

greater emphasis should be placed upon it during cosmetology training. In addition, many salons see increased emphasis on hair coloring and hair cutting as being very appropriate, while other salons feel increased attention during training to permanent waving and the fine points of finishing a hairstyle should be considered. The staff may find merit in discussing each of the points raised, considering their value and forming a plan of action.

4. The salons hold students from the Cosmetology program in very high regard. It is seldom that any of the salons taking part in the study rated the students' attributes (work habits) as below average. In fact, over one-half gave the students a near perfect rating. On the whole, students rated highest in appearance, attendance, and cooperation; and they rated lowest in accuracy and judgment. It may be appropriate for the Cosmetology program staff to give increased attention to problem solving techniques in training cosmetologists.

5. The possibility of a continuing education program that would augment the skills of practicing cosmetologists should be given additional consideration by the Cosmetology staff. Moreover, specific courses that would emphasize the managerial aspects might be of interest or perhaps serve as a general format for enhancing the skills needed by a practicing cosmetologist. This would seem particularly appropriate in view of the fact that the kinds of skills a cosmetologist needs will depend upon the size and orientation of the salon. An augmented, continuing education program could help to meet differing skill requirements of practicing cosmetologists.

#

COLLEGE OF SAN MATEO

JULIO L. BORTOLAZZO
PRESIDENT
AND SUPERINTENDENT
SAN MATEO
JUNIOR COLLEGE DISTRICT

WILLIAM A. GOSS
VICE PRESIDENT
ASSISTANT SUPERINTENDENT

January 17, 1968

Dear Salon Manager:

The College of San Mateo is conducting a limited study of its cosmetology offerings and we need your help to decide how our program can be improved. We want to provide the best trained employees possible, and we request your help in examining our program. It will only take a few minutes to answer the following questions, but your answers will be of critical importance to us.

In order to save your time, we have formed the questions so you can check or circle the answer you consider most appropriate. Your answers to these questions will be considered confidential and your name or the name of your salon will not be connected to the responses we obtain.

When you have completed the questionnaire, please put it in the self-addressed envelope enclosed and return it to us as soon as practicable. We shall look forward to hearing from you.

Sincerely,

Lorraine M. Bush, Chairman
Department of Cosmetology

enclosure

1700 W. HILLSDALE BOULEVARD, SAN MATEO, CALIFORNIA 94402, TELEPHONE (415) 341-6161

COSMETOLOGY STUDY
COLLEGE OF SAN MATEO

(1-4) Salon name_____Address_____

(5) Your position_____

(6-8) How many full-time operators do you employ?_____ Part-time?_____

(9-10) _____Number of College of San Mateo graduates currently employed?

Please circle the number beside each of the following statements which shows how important you feel such training would be for someone you were going to hire to work in your salon.

(11-12) 1 Very Important - would not hire without such training

2 Important - should have had such training

3 Less Important - desirable but would hire without such training

4 Not Important - do not need such training

(13) 1 2 3 4 How to solve basic arithmetic problems in business

(14) 1 2 3 4 An understanding of the elements of color and design

(15) 1 2 3 4 Cosmetology training of at least 1600 hours

(16) 1 2 3 4 Speech training in diction, pronunciation and language usage

(17) 1 2 3 4 An understanding of American History

(18) 1 2 3 4 An understanding of common human health problems

(19) 1 2 3 4 An understanding of the life sciences through basic biology

(20) 1 2 3 4 An understanding of English grammar, spelling and composition.

(21) 1 2 3 4 An understanding of our national and state government

(22) 1 2 3 4 An understanding of psychology and human behavior

(23) 1 2 3 4 The possession of an Associate in Arts Degree with a Major in Cosmetology

The College of San Mateo offers a complete cosmetology program including: hairstyling and hair shaping; hair bleaching and hair coloring; permanent waving; facial make-up and scalp treatments. Based upon the persons you have hired from our program who received training in each of these areas:

(24-27) a. What do you feel are the greatest strengths of our training program?

(28-31) b. What areas do you feel need the most improvement?

(32-33) The following traits are often associated with attributes of character, personality, or human relationships of individuals. Please "rate" the attributes of your most recent employee from the College of San Mateo. Place a check in the box that best reflects your judgment of that person (5 is best and 1 is worst).

		5	4	3	2	1
(34)	APPEARANCE	Well Groomed		Generally Neat		Neglects Appearance
(35)	PRODUCTION	Accomplishes maximum in minimum time		Averages the same as others on the job		Production generally below average
(36)	ACCURACY	Makes practically no errors		Satisfactory work-average number errors		Makes many errors
(37)	JOB PROFICIENCY	Understands all aspects of job		Requires average supervision		Fails to grasp details
(38)	JUDGMENT	Able to handle unusual situations		Can handle everyday jobs		Shows poor judgment
(39)	COOPERATION	Works well with super-visors and others		Occasional misunder-standings		Uncooperative
(40)	ATTENDANCE	Very reliable and prompt		Absent occasionally		Chronic absentee

(41-45) Do you have any other comments on what the cosmetology program of the College of San Mateo should or should not do to prepare persons to work in your salon?

WOULD YOU LIKE TO RECEIVE A COPY OF THE OUTCOME OF THIS SURVEY? YES____ NO____